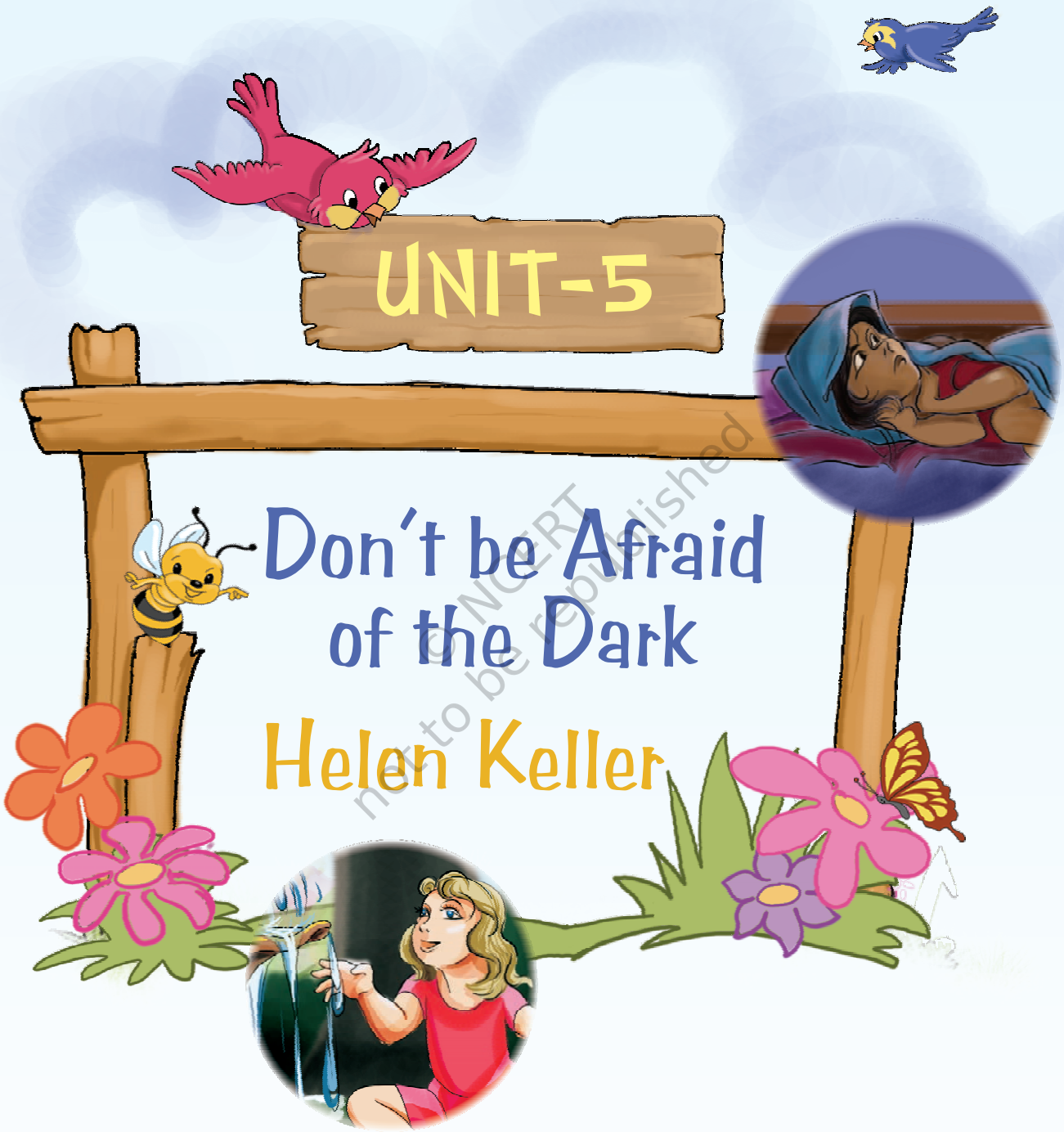



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*Read and enjoy the poem*

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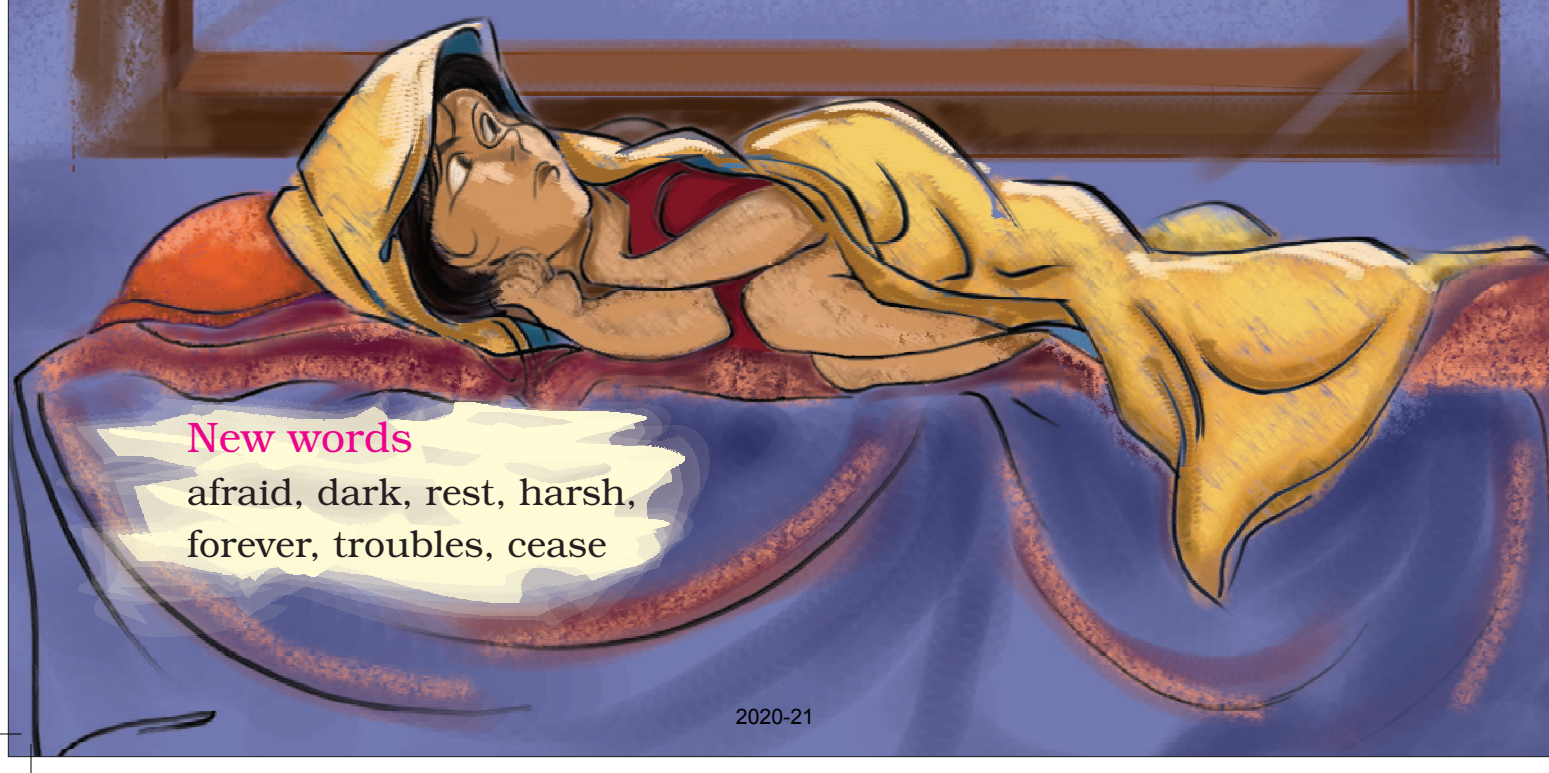
# Don't be Afraid of the Dark

Don't be afraid of the dark, little one,
The earth must rest when the day is done.
The sun must be harsh, but moonlight – never!
And those stars will be shining forever and ever,

Be friends with the Night, there is nothing to fear,
Just let your thoughts travel to friends far and near.
By day, it does seem that our troubles won't cease,
But at night, late at night, the world is at peace.

*– Ruskin Bond*

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**New words**

afraid, dark, rest, harsh, forever, troubles, cease



## Reading is fun

1. What is the poem about?
2. What happens when the day is over?
3. What does the earth do when the day is over?
4. What does the poet want us to do at night?
5. Are these sentences **TRUE** or **FALSE**?
   (a) The poet tells the child to be afraid when it is dark._____
   (b) The poet says that stars will always shine at night._____
   (c) The poet tells the child to think of friends after it is dark._____



## Word building

| | | | |
|---|---|---|---|
| moon + light | _____ | break + fast | _____ |
| good + night | _____ | day + break | _____ |
| water + fall | _____ | rain + bow | _____ |

1. Find a word in the poem which is the opposite of—
   war_____ enemies_____ gentle_____
   light_____ night_____ start_____

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2. Look at these words in the poem

**don't, won't**

Here are their full forms

don't — do not won't — will not

Now, write the full forms of the following words

didn't _____

shouldn't _____

wouldn't _____

couldn't _____

mustn't _____



## Let's talk

1. Are you afraid of the dark? Why?
2. What do you do when it is dark?
3. Have you ever been very frightened? Tell your partner about it.



## Say aloud

1. What is the word that starts with t, rhymes with 'cease', and means to playfully make fun of ?
2. What is the word that starts with c, rhymes with 'near' and 'fear', and means easy to see, hear and understand?

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Say **t**, **t**, **t**



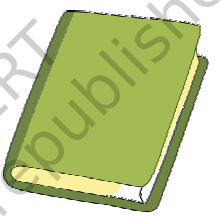
3. Where did the tip of the tongue touch?
4. Listen and repeat **Ca -t**
5. Did you hear what your tongue did?
6. Say these words and feel what your tongue does when you say –

   toe, top, tie, ten

**Work in pairs**

Make the 'cough' sound.

*I came down*
*I coughed "K, k, k, k!"*
*And cough again "K, k, k, k!"*



Did you hear the 'K' sound
at the end of the word 'book'?

**Repeat**

book look neck duck chick sack clock

All these words start with the same sound

kangaroo curtain king
key kind kitten







## Team time

1. Divide the class into four groups.
2. Imagine life without the sun.

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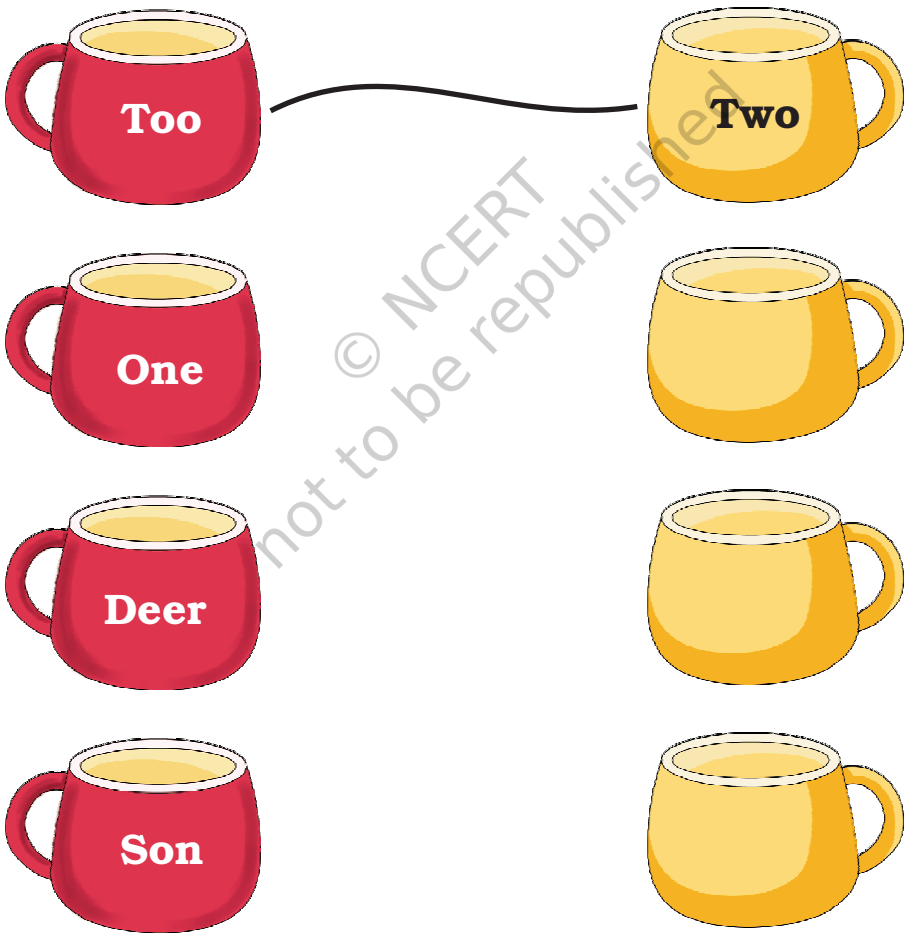
3. What are the things that may happen if there is no sunlight?

4. Discuss with the group and write your ideas in your notebook.



## Let's write

1. The red tea cups are filled with a particular word. Fill in the yellow tea cups with similar sounding words. Note the example given.




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2. Now complete the following sentences, choosing the right word.

(a) The sum was _____ difficult for the class to solve. Only _____ students could do it. (two, too)

(b) There was only_____boy who_____the prize. (one, won)

(c) The golden _____ was very _____ to him. (dear, deer)

(d) Ramu's _____ loved to play in the _____. (sun, son)



## Let's listen

1. Relax your feet, legs and entire body. Be as quiet as you can.
2. Listen to the sounds around you.
3. Tell your partner softly what you heard and ask, "What did you hear?"
4. Let your partner talk about or copy those sounds.
5. Read out the following phrases aloud. Divide them into loud and softer sounds.



clapping hands • a worm moving • stamping feet,
a bud blooming • a butterfly flying
a feather dropping • an ant walking • a car moving
the wind blowing • ssshhhh
whisper • tiptoe • a leaf falling





| Loud sounds | Softer sounds |
|---|---|
| | |

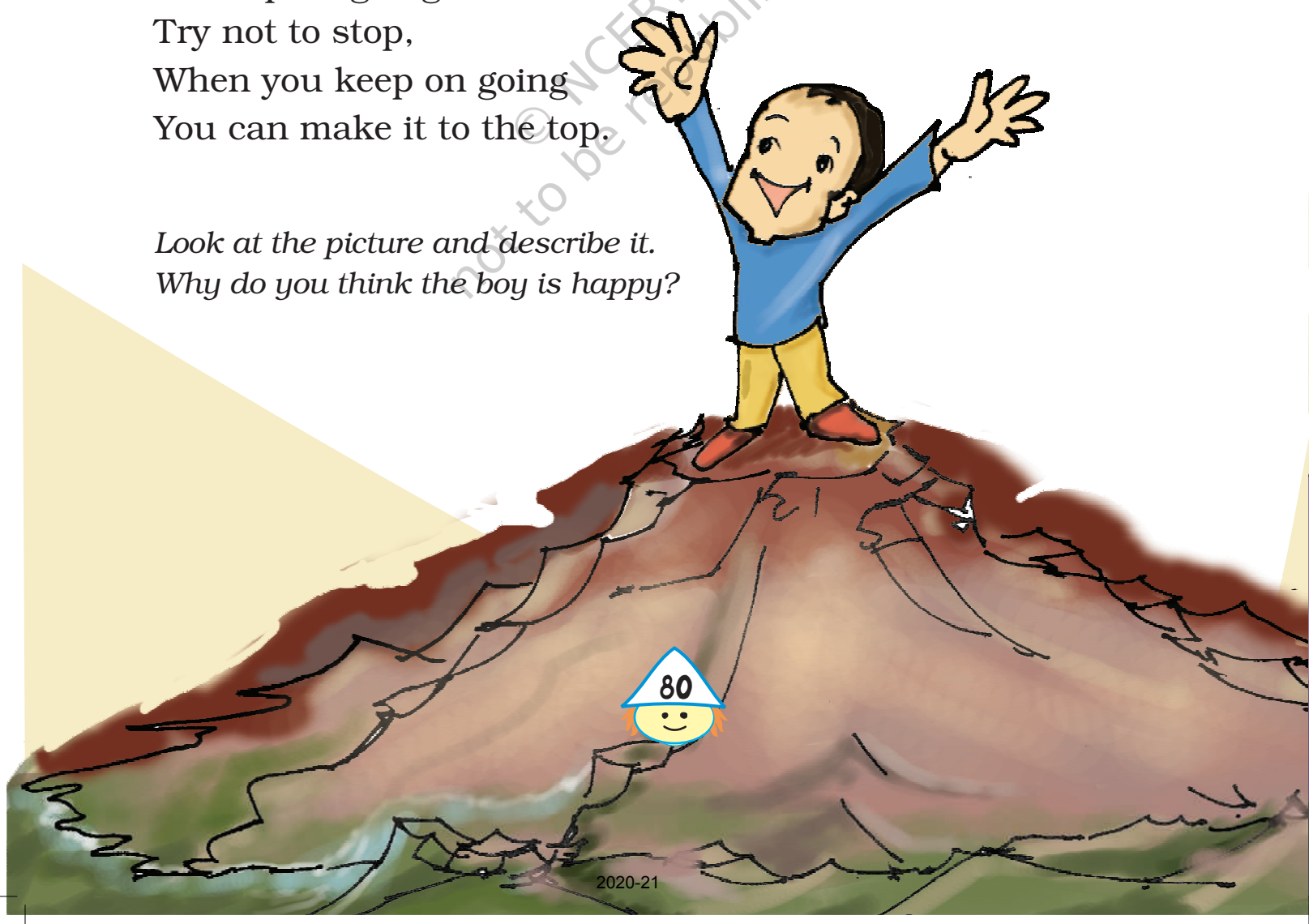
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*Let's sing*

# Don't Give Up

If you keep on going
And never stop,
You can keep on going,
You can make it to the top.
Life is full of mountains,
Some are big and some are small,
But if you don't give up
You can overcome them all.
So keep on going
Try not to stop,
When you keep on going
You can make it to the top.

*Look at the picture and describe it.*
*Why do you think the boy is happy?*



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# Helen Keller

It was the summer of 1880. A healthy baby girl was born in a small town in Alabama. Her parents loved her dearly and named her Helen Keller. But one day, the baby became ill and day after day, her fever stayed high. Everyone in the family tried to help her to get better, but all they could say was, "There is nothing more we can do. The baby may not live."

Helen lived. But she was not the same after her illness. "Something is very wrong," her mother said. At last they found out what was wrong. The child could not see or hear.

The baby grew into a little girl. Her parents felt sorry for her. Helen often cried and held on to her mother. "Give the poor child what she wants," her father would say.

Though Helen could not hear or see, she was a bright little girl. Some people thought Helen could not learn anything. Her mother did not agree. "Helen is very smart," she said and added, "the problem is, how can we reach her? She is locked up inside herself."



Helen began to grow wild. She would not let anyone comb her hair. Her clothes

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were always dirty. She was often angry. Sometimes she even lay on the floor and kicked her feet.

Her parents thought that they should find a teacher for her. Miss Sullivan, a young teacher agreed to help Helen to learn to see the world. Miss Sullivan gave Helen a doll. "D_O_L_L" spells doll. She spelt the word with her fingers into Helen's hand. She made the letters with special hand signs.



Helen copied her teacher and spelt D_O_L_L too, but she did not understand what she was doing. Helen liked Miss Sullivan. She was strict but kind. She spelt a lot of words for Helen, on her hand, day and night, to make Helen understand.

One day, her teacher made Helen put her hand into running water. Then, she spelt W_A_T_E_R. Suddenly Helen understood that W_A_T_E_R meant something wet, running over her hand. She understood that words

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were the most important things in the world. Words would tell her everything she wanted to know.



## New words

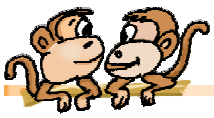
dearly, illness, agreed, important

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## Reading is fun

1. "Something is wrong," said Helen's mother. What was wrong with Helen?
2. Although Helen could not hear or see, what kind of girl was she?
3. Who agreed to help Helen?
4. How did Miss Sullivan help Helen?
5. What did Helen learn when the teacher put her hand into running water?
6. What was the most important thing that Helen finally understood?



## Let's talk

1. Using sign language make these letters with your hand

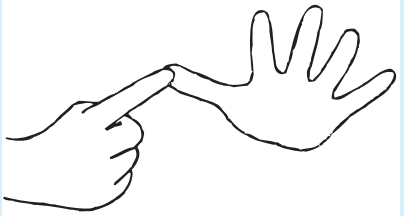
   'C', 'H', 'E', 'K'
2. Spell these words through hand signs

   (a) Helen
   (b) was
3. How do people who cannot see, read?
4. What is the script for children who cannot see called?
5. How do you think you can help children who cannot see?
6. Look at the signs for the letters of the alphabet.

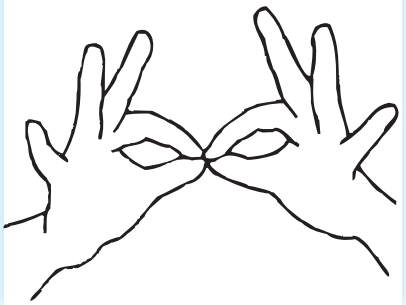
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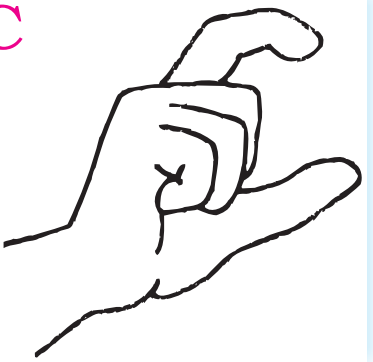
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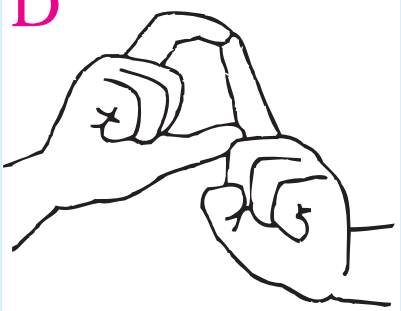
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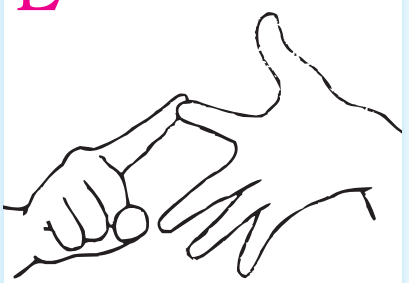
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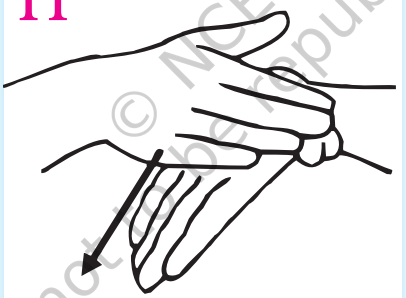
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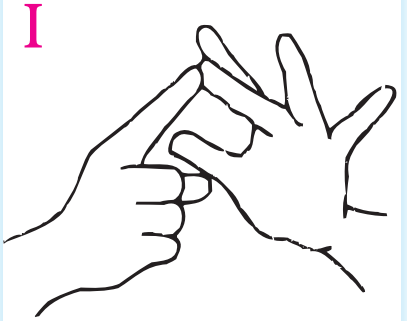
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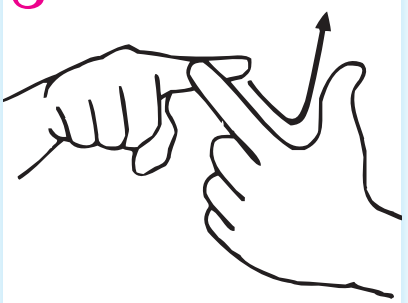
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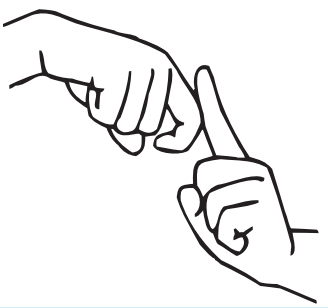
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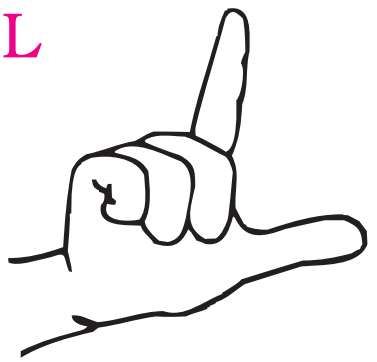
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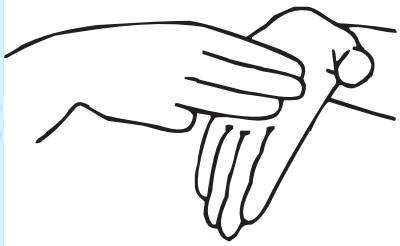
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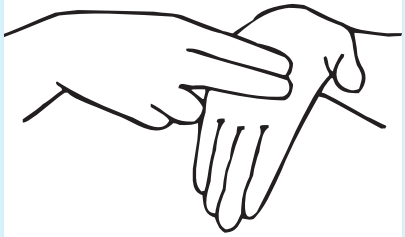
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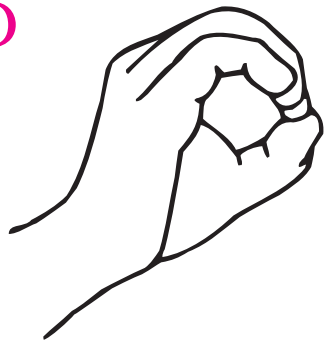
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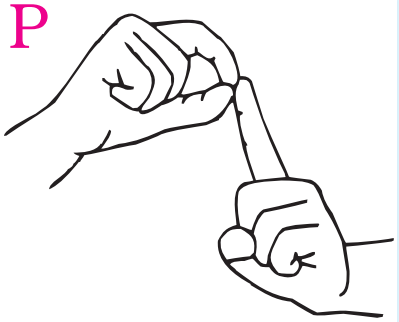
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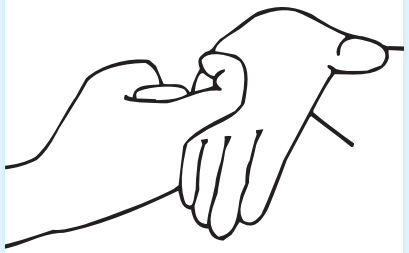
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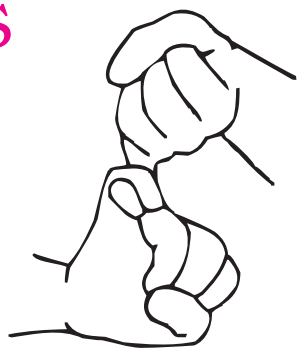
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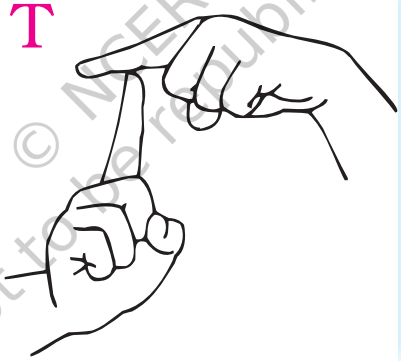
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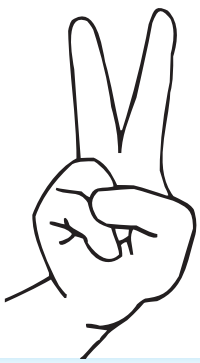
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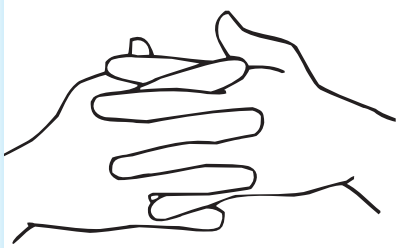
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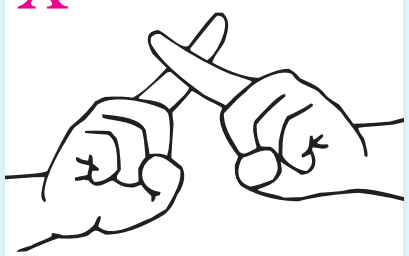
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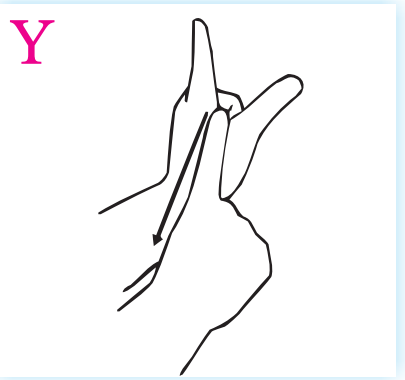
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## Let's write

1. Match the two parts of sentences given under column 'A' and 'B'. Add 'but' to join the two parts and write complete sentences.

| Column A | Column B |
|---|---|
| (i) Helen lived after her illness | (a) her mother thought she could learn. |
| (ii) She could not see or hear | (b) she did not understand what she was doing. |
| (iii) People thought that she could not learn anything | (c) she could not hear or see. |
| (iv) Helen copied the words | (d) she was kind to Helen. |
| (v) Miss Sullivan was strict | (e) she was very intelligent. |

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## Team time

1. Read the following sentences
   (a) Her clothes were always dirty.
   (b) She was often angry.
   (c) Sometimes she lay on the floor.
   (d) Her parents never scolded her.
2. Ask yourself the following questions. Put a tick (✓) under the right column.
3. Now your friend will ask you the same questions.

| Questions | always | often | sometimes | never |
|---|---|---|---|---|
| How often do you<br>(a) obey your parents?<br>(b) visit your grandparents?<br>(c) fight with your brother or sister?<br>(d) help others?<br>(e) throw waste in the dustbin?<br>(f) switch off the lights, when you go out of the room?<br>(g) leave the tap on while brushing your teeth?<br>(h) tear pages from your notebook? | | | | |

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## Let's make something

1. From newspapers or old magazines collect stories / reports of courageous children –
   (a) Draw pictures of the story
   (b) Talk about the stories.

*Sing this song together*

# Pretty Peep

I have a little sister,
They call her Pretty Peep;
She wades in the waters
Deep, deep, deep;
She climbs up the mountains
High, high, high;
My pretty little sister,
She has just one eye.

**Who is Pretty Peep?**

Answer : A star

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**THEMES**
Respecting differences
People around us



## Teacher's page

**Unit 5**
Poem : Don't be Afraid of the Dark
Story: Helen Keller

This Unit is about sensitising children to the world around them, in terms of their thoughts about fear of night, darkness etc. It is also about 'differences' in children which emerge due to certain individual needs that may affect their learning styles.

### Warm up

A blindfold game where simple, 'catch-the-thief', 'follow-the-leader' games, can be initiated, to give children a sense of joy and participation in the process of developing sensitivity towards others.

Opportunities need to be given to all children and their specific abilities need to be recognised and appreciated. This includes children with disabilities, who may need assistance or more time to complete tasks.

### Reading time

1. By this Unit you can now involve the children in silent reading of the lessons before you actually start reading aloud to them. Identify a few children who could initiate a reading session for the others. The bottom line for this Unit should be how to involve the entire class into reading, listening and answering queries.
2. A small classwise competition within the school can be initiated.

### Sharing time

1. Involve the children in sharing what they have felt during warm up time.
2. A chart about difficulties that children have in terms of their fears, *I don't like*, *I can't do* can be put up in the class.

The idea is not only to make children do things but also to hear and understand what they feel they can't do. This feedback will work to sensitise you with their individual needs.

### Creative time

1. Emphasise on similar sounding words with different spellings e.g. bee/be, son/sun and other words given in the text.
2. Rhyming words can also now be introduced and children can be encouraged to create their own little poems using rhyming names in the class (names of children /name of things in the classrooms) in alphabetical order. These can be put on a chart and children can then make a class rhyme.

### Language corner

1. The chart above can form the central point of the language corner.
2. Children can be subtly involved in making written presentations about their thoughts, feeling and ideas about this Unit.
3. Assessment of the class based on reading, listening, writing can now start with each child getting a feedback.

### Environment

Issues related to the class, like using less paper should now be focused upon.

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